

## **50017 MIDDLE EDUCATION**

**Highly qualified teachers at the middle level:** Individuals teaching in a middle school must meet the Education Standards And Practices Board (ESPB) grade level requirements in ESPB administrative rule 67.1-02-03-04 for middle level, and hold a minimum equivalent of 16 SH of content area preparation and methods in the subject area specializations in which they are teaching. New middle school teachers must, beginning July 1, 2006, hold a minimum equivalent of 24 SH of content area preparation and methods in the subject area specializations in which they are teaching, or may demonstrate major equivalency in subject areas through options allowed by the ESPB.

### **50017.1 Young Adolescent Development**

The program requires study of the major concepts, principles, theories, and research related to young adolescent development (including intellectual , physical, psychological, and social characteristics), and provides opportunities that support student development and learning. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

#### **Knowledge**

Middle level teacher candidates:

1. Understand the major concepts, principles, and theories of young adolescent development – intellectual, physical, social, emotional, and moral.
2. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
3. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
4. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.
5. Understand issues of young adolescent health and sexuality.
6. Understand the interrelationships among the characteristics and needs of all young adolescents.
7. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.

#### **Dispositions**

Middle level teacher candidates:

1. Are positive and enthusiastic about all young adolescents.
2. Respect and appreciate the range of individual developmental differences of all young adolescents.
3. Hold high, realistic expectations for the learning and behavior of all young adolescents.
4. Believe that all young adolescents can learn and accept responsibility to help them do so.

5. Are enthusiastic about being positive role models, coaches, and mentors for all young adolescents.
6. Believe that diversity among all young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potential.

### **Performances**

Middle level teacher candidates:

1. Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create learning opportunities that reflect an understanding of the development of all young adolescent learners.
3. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged.
4. Make decisions about curriculum and resources that reflect an understanding of young adolescent development.
5. Use developmentally responsive instructional strategies.
6. Use multiple assessments that are developmentally appropriate for young adolescent learners.
7. Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
8. Create and maintain supportive learning environments that promote the healthy development of all young adolescents.
9. Deal effectively with societal changes that impact the healthy development of young adolescents.
10. Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.

### **50017. 2 Middle Level Philosophy and School Organization**

The program requires study of the philosophical foundations, curriculum, and organizational structures characteristic of developmentally responsive middle level programs and schools. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

### **Knowledge**

Middle level teacher candidates:

1. Understand the philosophical foundations of developmentally responsive middle level programs and schools.
2. Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Understand the rationale and characteristic components of developmentally responsive middle level schools.

4. Know best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).
5. Understand the team process as a structure for school improvement and student learning.
6. Understand that flexible scheduling provides the context for teachers to meet the needs of all young adolescents.

### **Dispositions**

Middle level teacher candidates:

1. Believe in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents.
2. Are committed to the application of middle level philosophical foundations in their practice.
3. Are supportive of organizational components that maximize student learning.
4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

### **Performances**

Middle level teacher candidates:

1. Apply their knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction.
2. Work successfully within developmentally responsive structures to maximize student learning.
3. Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities.
4. Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education.

### **50017. 3 Middle Level Curriculum**

The program requires study of the major concepts, principles, theories, standards, and research related to the design and execution of middle level curriculum, and they use this knowledge in their practice. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

### **Knowledge**

Middle level teacher candidates:

1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.
4. Are knowledgeable about middle level curriculum standards and models.

5. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
6. Understand effective curriculum assessment strategies.
7. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).

### **Dispositions**

Middle level teacher candidates:

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum revision.
4. Realize the importance of connecting curriculum to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an interdisciplinary curriculum that is challenging, integrative, exploratory, and accommodates and supports the learning of all young adolescents.

### **Performances**

Middle level teacher candidates

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Utilize effective curriculum assessment strategies.
9. Articulate curriculum to various stakeholder groups.

### **50017. 4 Middle Level Teaching Fields**

The program requires study of the central concepts, tools of inquiry, standards, and structures of content in chosen teaching field(s), and how to use them to create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

- A. English: refer to English for additional information.
  - A1. Content knowledge to include grammar, developmental reading, speech, writing, literature, and methods.
- B. Math: refer to Mathematics Education for additional information.

- B1. Content knowledge to include college algebra, geometry, statistics, computer/educational technology, and methods.
- C. Science: refer to Science for additional information.
  - C1. Content knowledge to include earth, life, chemistry, and physics, required labs, and methods.
- D. Social Studies: refer to Social Studies for additional information.
  - D1. Content knowledge to include history (ND history, world history, US history to 1877); geography ( ND/North American geography, world/regional geography); and methods.

Examples of performance assessment may include:

### **Knowledge**

Middle level teacher candidates:

1. Possess a depth and breadth of knowledge of content area(s) which are broad, multidisciplinary, and encompass the major areas within those fields (e.g., science, not just biology; social science, not just history).
2. Know how to use content knowledge to make interdisciplinary connections.
3. Are knowledgeable about instructional strategies that are especially effective in their teaching fields.
4. Understand how to integrate literacy into their teaching fields.

### **Dispositions**

Middle level teacher candidates:

1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching strategies.
4. Value the integration of literacy in all teaching fields.

### **Performances**

Middle level teacher candidates:

1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.
5. Integrate literacy skills into teaching content to all young adolescents.
6. Engage in activities designed to extend knowledge in their teaching fields.

## **50017. 5 Middle Level Instruction**

The program requires study of the major concepts, principles, theories, and research related to effective instruction, positive learning environment, and how to employ a variety of strategies (including integrating the curricular offerings at the middle level,

adapting curriculum and instruction to individual learning needs, fostering active learning, teaching problem solving, reading and communication skills) for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

### **Knowledge**

Middle level teacher candidates:

1. Understand the principles of instruction and the research base that supports them.
2. Know a wide variety of teaching/learning strategies, and when to implement them.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach the basic concepts and skills of inquiry and communication.
5. Know how to evaluate the effectiveness of teaching strategies.
6. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
7. Know effective, developmentally responsive classroom management techniques.
8. Understand the relationship of assessment results in improving instruction.

### **Dispositions**

Middle level teacher candidates:

1. Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents.
2. Value the need for providing and maintaining environments that maximize student learning.
3. Believe that instructional planning is important and must be developmentally responsive.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value the importance of on-going and varied assessment strategies.
6. Realize the importance of basing instruction on assessment results.
7. Appreciate the importance of teaching strategies that are current and supported by research and successful practice.

### **Performances**

Middle level teacher candidates:

1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.

4. Utilize a variety of formal and informal assessment techniques to improve teaching/learning strategies (e.g., evaluation of student learning).
5. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
6. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
7. Establish positive learning climates for all young adolescents.
8. Employ effective, developmentally responsive classroom management techniques.

### **50017. 6 Middle Level Assessment**

The program requires study of formal and informal assessment strategies to evaluate learning and teaching to ensure the continuous intellectual, psychological, social, and physical development of all young adolescents, and how use that knowledge in middle level practice. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

#### **Knowledge**

Middle level teacher candidates:

1. Understand theories of assessment.
2. Understand the multiple roles of assessment in the instructional process (e.g., monitoring learning, evaluating student progress and modifying teaching strategies).
3. Know how to select and develop formal, informal, and performance assessment techniques based on their relative advantages and limitations.
4. Understand how assessment strategies should be used in various learning environments and for specific achievement goals.
5. Understand local, state, and national assessment systems.

#### **Dispositions**

Middle level teacher candidates:

1. Believe that assessment is a necessary component of effective instructional practices.
2. Value the importance of using a variety of assessment strategies that support student learning.
3. Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning.

#### **Performances**

Middle level teacher candidates:

1. Use a wide variety of formal and informal assessments that are developmentally responsive.
2. Demonstrate strategies to involve all young adolescents in self assessment.
3. Use student assessment results to monitor and improve their teaching.
4. Adapt instructional practices based on student assessment data.
5. Implement a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation).

6. Demonstrate the ability to maintain useful records and create an effective plan for evaluation of student work and achievement.
7. Communicate assessment information knowledgeably and responsibly.

### **50017. 7 Family and Community Involvement**

The program requires study of major concepts, principles, theories, and research related to working collaboratively with other teachers, staff members, resource persons, family and community members, and how to use that knowledge to maximize the learning of all young adolescents. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

#### **Knowledge**

Middle level teacher candidates:

1. Understand the variety of family structures.
2. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning.
3. Understand the challenges that families may encounter in contemporary society and are knowledgeable about support services and other resources that are available to assist them.
4. Know how to communicate effectively with family and community members.
5. Understand that middle level schools are organizations within a larger community context.
6. Understand the relationships between schools and community organizations.
7. Know about the resources available within communities that can support students, teachers, and schools.
8. Know what kinds of information can and should be shared with family and community members and what should remain private and confidential.
9. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.
10. Understand the roles of parents and community members in improving the education of all young adolescents.

#### **Dispositions**

Middle level teacher candidates:

1. Respect all young adolescents and their families.
2. Realize the importance of privacy and confidentiality of information when working with family members.
3. Value the variety of resources available in communities.
4. Are committed to helping family members become aware of how and where to receive assistance when needed.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.
6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.



7. Realize and value the importance of communicating effectively with family and community members.
8. Accept the responsibility of working with family and community members to increase student welfare and learning.

### **Performances**

Middle level teacher candidates:

1. Identify strategies for establishing respectful and productive relationships with family and community members that maximize student learning and well-being.
2. Act as advocates for all young adolescents in the school and in the larger community.
3. Connect instruction to the diverse community experiences of all young adolescents.
4. Identify and use community resources to foster student learning.
5. Participate in activities designed to enhance educational experiences that transcend the school campus.
6. Encourage all young adolescents to participate in extra-curricular and community activities and services that contribute to their welfare and learning.
7. Demonstrate the ability to participate in parent conferences.

### **50017. 8 Middle Level Professional Roles**

The program requires examination of the complexity of teaching young adolescents, and engagement in practices and behaviors that develop candidates' professional competence. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

### **Knowledge**

Middle level teacher candidates:

1. Understand their evolving role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Are knowledgeable about their responsibility for upholding high professional standards.
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
5. Know advisory/advocate theories, skills, and curriculum.
6. Understand teaming/collaborative theories and processes.
7. Understand their service responsibilities to school reform and the greater community.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Know the skills of research/data based decision making.

### **Dispositions**

Middle level teacher candidates:

1. Value learning as a life-long process.

2. Perceive themselves as members of the larger learning community.
3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.
7. Value collegiality as an integral part of their professional practice.

### **Performances**

Middle level teacher candidates:

1. Model positive attitudes and appropriate behaviors for all young adolescents.
2. Model appropriate strategies for serving as advisors, advocates, and mentors for all young adolescents.
3. Work successfully as members of interdisciplinary teams and as part of the total school environment.
4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations).
5. Research the professional literature, consult with colleagues, and seek resources to enhance their professional competence.

### **50017. 9 Incorporation of Technology**

The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessment may include:

- Demonstrate appropriate use of various technologies within their instructional practices.
- Select and integrate developmentally appropriate technologies in middle level content area(s).
- Use technology to effectively manage communications, instructional planning, and record keeping.

### History

Revised August 12, 2005, mandatory for visits July 1, 2006.

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